DOCUMENT RESUME

ED 349 203 SO 022 284

TITLE Sample Tasks and Scoring Tools. Grade 3: Social Studies, Language Usage. 1992 Maryland School Performance Assessment Program.
INSTITUTION Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE 92
NOTE 14p.; For related documents, see SO 022 285-286.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary School Curriculum; Evaluation Criteria; Evaluation Methods; *Grade 3; Language Arts; Learning Activities; Primary Education; *Social Studies; *State Programs; Student Educational Objectives; *Student Evaluation; *Writing Evaluation
IDENTIFIERS *Maryland School Performance Assessment Program

ABSTRACT

The Maryland School Performance Program released six sample tasks to illustrate the types of assessment tasks that would appear on the 1992 Maryland School Performance Assessment Program (MSPAP). Students' responses to these tasks are open-ended; that is, students generate their own responses. A wide range of responses to each task is acceptable. This document contains sample tasks in the area of social studies/language usage at the third grade level. This particular sample involves a series of activities that require student responses, all concerned with the hypothetical arrival of a new student from Japan who will attend the student's school. Sample scoring tools for the activities contained in this assessment are included. Additional information concerning the scoring of student responses in the MSPAP also is provided. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED349203

1992
Maryland School Performance
Assessment Program

SAMPLE TASK AND SCORING TOOLS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

MARGARET M. ALTOFF

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

GRADE 3

SOCIAL STUDIES
LANGUAGE USAGE

Produced by the
Division of Instruction
for the
Maryland School Performance Program

February 18, 1992

NOTICE

Duplication and use of this and all sample tasks and scoring tools is encouraged. However, copyrighted text material, identified by citations in these documents, is protected under copyright law (Title 17 U.S. Code). Use and dissemination of copyrighted text material is limited to training of Maryland educators. Copyrighted text material may be used on a limited basis to familiarize students with the Maryland School Performance Assessment Program.

SO 022 284

BEST COPY AVAILABLE

State of Maryland
William Donald Schaefer, *Governor*
Maryland State Department of Education
Maryland School Performance Program
Division of Instruction
Program Assessment, Evaluation, and Instructional Support Branch

STATE BOARD OF EDUCATION

Robert C. Embry, Jr., *President*	Baltimore	1995
John C. Sprague, *Vice President*	Rockville	1993
Herbert Fincher	Salisbury	1993
Donald P. Hutchinson	Baltimore	1992
Marvin E. Jones	Glen Burnie	1995
Elmer B. Kaelin	Hagerstown	1995
Rose LaPlaca	Mitchellville	1994
Joan C. Maynard	Linthicum Heights	1992
Harry D. Shapiro	Pikesville	1993
Benjamin Swinson	Silver Spring	1992
Edmonia T. Yates	Baltimore	1994
Jonathan Sims, *Student Member*	Potomac	1992
1 Vacancy		

Nancy S. Grasmick, *Secretary-Treasurer of the Board, State Superintendent of Schools*

Bonnie S. Copeland, *Deputy State Superintendent of Schools*

Martha J. Fields, *Assistant Deputy State Superintendent of Schools*

Robert E. Gabrys, *Assistant State Superintendent, Maryland School Performance Program*

Nicholas G. Hobar, *Assistant State Superintendent, Division of Instruction*

Steve Ferrara, *Branch Chief, Program Assessment, Evaluation, and Instructional Support Branch*

Jessie Pollack, *Section Chief, Test Development and Administration Section*
Program Assessment, Evaluation, and Instructional Support Branch

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping conditions in matters affecting employment or in providing access to programs. For inquiries related to Departmental policy, contact the Equal Opportunity Office.

Development of sample tasks and scoring tools by Peggy Altoff, Ruth Andrione, Mary Ann Brearton, Gertrude Collier, June Danaher, Gail Goldberg, Cindy Hannon, Gary Heath, Barb Kapinus, Hannah Kruglanski, and Elaine Wizda.

Design, typesetting, and graphic production by Susan Carole Ciotta.

INTRODUCTION

The Maryland School Performance Program is releasing six sample tasks to illustrate the types of assessment tasks that will appear in the 1992 Maryland School Performance Assessment Program (MSPAP). These sample tasks are accompanied by sample scoring tools.

The six sample tasks and tools can be used together as a complete package or individually. Sample tasks illustrate assessment activities in each MSPAP content area and most types of integration of content areas that will appear in the 1992 MSPAP. They provide selected illustrations rather than represent all of the types of assessment activities and scoring tools that will appear in the 1992 assessment. Sample tasks include:

- Grade 3 — Science/Reading/Writing/Language Usage
- Grade 3 — Social Studies/Language Usage
- Grade 5 — Reading/Writing/Language Usage
- Grade 5 — Social Studies/Reading/Language Usage
- Grade 8 — Mathematics/Science
- Grade 8 — Social Studies/Reading/Writing/Language Usage

The 1991 MSPAP sample tasks portray assessment activities and scoring tools that continue to be relevant to the 1992 assessment. These resources and the 1992 sample tasks and tools are intended to inform teachers, parents, and students about 1992 MSPAP assessment activities and scoring tools.

Maryland School Performance Assessment Program — 1992

Grade 3 Social Studies/Language Usage

JAPAN

Directions to Teacher

Define the following words, taken from the reading, on the chalkboard:

intramural — within a school
moral — being able to tell the difference between right and wrong
ethical — behaving according to the rules set by the group
smock — a loose shirt-like piece of clothing worn to protect what you are wearing

Preassessment

Discuss the following with students. Solicit responses.

1. How would you feel if your family moved and you had to attend a new school?
2. At a new school, how do you think you would learn what was expected of you?
3. What could you do to help a new student at your school learn what was expected of him or her?

Introduction

A new student from Japan, Hirotaka Nakasone, will be attending your school. He is expected to arrive in a few weeks. In order to get ready for his arrival, your class decides to find out more about Japanese culture and customs, including what school is like in Japan.

Activity 1

Step A

You have been asked to make a map of your school to help Hirotaka find his way around. What parts of the school do you think should be included in this map? [Metacognition]

Step B

Your teacher asks you to be sure your map shows where Hirotaka can find your classroom and the main office. You should also include other parts of the school building that Hirotaka will need to know about. Your map should be as accurate as possible, and include elements that can be found on any map, such as a title. Now, draw your map in the space below. [Geography]

Step C

What other parts of the school's building did you decide to add to your map to help Hirotaka? Explain why he would need to know about them. [Metacognition]

Now that you have drawn a map for Hirotaka, look at a schedule* for elementary school students in Japan. This schedule shows a typical week for a Japanese student like Hirotaka.

Fig. 16. Weekly Schedule of Fourth-Grade Pupils

	Mon	Tue	Wed	Thurs	Fri	Sat
1	Japanese	Home-making	Science	Japanese	Morning music meeting	Physical education
2	Music	Home-making	Science	Arithmetic	Japanese	Japanese
3	Arithmetic	Japanese	Arithmetic	Social studies	Drawing and handi-crafts	Music
4	Social studies	Arithmetic	Social studies	Moral and ethical education	Drawing and handi-crafts	Arithmetic
	Lunch and break					
5	Reading	Physical education		Physical education	Science	
6	Club activities			Pupils' activities		

[*from Understanding Japan, Tokyo, Japan: International Society for Educational Information, Inc. 1986]

Activity 2

In what ways is your weekly school schedule like that of an elementary school student in Japan? In what ways is it different? [Skills and Processes]

Now that you know what Hirotaka's schedule might look like, read about a Japanese school day. This description was written by an elementary student whose school year began in April. It is found in a magazine called Faces*.

... Every school day I met other students from my district and we walked to school together. The older children were expected to take care of the younger ones. The first thing I did at school was to change my outdoor shoes for indoor ones, as everyone does in Japan.

Lessons began at 9:00 A.M. and ended at 3:00 P.M. We also had classes from 9:00 A.M to noon on Saturdays....

The service groups met once a month. ... I was in the health-awareness group, which posted advice on a chalkboard in the nurse's office.... Everyone had to belong to a club, too. I was in the art club... and later in the drama club.

My class had 24 to 30 students divided into groups of four or five, called a han....

We had lunch in our classrooms at our desks. Two han were responsible for bringing the food from the kitchen and serving it. This duty, called toban, was rotated weekly. For cleanliness, the students had to wear a white smock, a cap, and a face mask. Students took these home to clean them at the end of the week....

After lunch, the students on toban had to clean up and return the utensils to the kitchen. Then we had a break outdoors in the school yard. One day a week we had to play with members of the han, and one day a week we had to play with members of the class. The other days we could play with anyone. We did not get much chance to meet kids from other classes, though.

After school, students on cleanup toban had to clean our classroom and to help clean the school, the nurse's office, the hallways, the entrance and the gym.

When school was over, we all went straight home unless we were on an intramural sports team — soccer for boys and volleyball for girls. We could not stop at stores except to buy school supplies, and we could not visit friends until after we had gone home.... We had homework every day. Many of my classmates also had chores to do when they got home.

There were also some special school activities in which all grades participated. In the spring, we planted rice and sweet potatoes, which we harvested in the fall.... In the autumn we had Sports Day. In the winter... the school had a mochi-making festival. Mochi are pounded rice cakes served as special New Year's food. We made the mochi from the rice we planted....

I made many good friends and especially liked my teacher who tried to understand my problems....

*[*from Faces , Vol. VI, No. 7, April, 1990]*

Activity 3

Step A

What are some things your class might learn from this reading that they did not know about Japan before? Explain your answer. [People of the Nation and World]

Step B

Which gives you a better picture of school life in Japan—the weekly schedule or the reading from Faces magazine? Explain your answer. [Skills and Processes]

Step C

Using the information in both the school schedule and the reading about school life, complete a graphic organizer in the space below to show how schools in Japan and the United States are alike and different. Label the parts of your graphic organizer and include at least five facts. [Skills and Processes] [People of the Nation and World]

Step D

Think about another country you have studied. Name it and then tell whether schools in that country are more like schools in the United States or more like those in Japan. Support your answer with facts about the country you named. [People of the Nation and World]

Activity 4

Remember, the reason you studied the schedule of a Japanese school and read about life there was to help you plan ways to make Hirotaka feel welcome in your school. You have already helped him to find places easily by drawing a map.

Step A

Think about one other problem Hirotaka might have in your school. Write a note to your teacher explaining the problem, and tell how you could make Hirotaka feel welcome by helping him deal with that problem. Because your note will be read by your teacher, be sure it is clear and complete. Also, check for correct spelling, punctuation, grammar, and capitalization. [People of the Nation and World; Understandings and Attitudes] [Language Usage]

Step B

What else about Japan or Hirotaka would you like to know in order to help him feel welcome in your school? Why? [Valuing Self and Others] [Metacognition]

The 1992 Maryland School Performance Assessment Program: Scoring Student Responses

As in 1991, the 1992 Maryland School Performance Assessment Program (MSPAP) is made up of performance tasks. Students' responses to these tasks are "open-ended"; that is, students generate their own responses. A wide range of responses to each task is acceptable. Some responses receive full credit, some partial credit, and some no credit, depending upon the quality of the response. Responses to MSPAP tasks are scored by trained readers, unlike multiple choice items which can be scored by machine. One of three kinds of scoring tools is used to assign scores to student responses in the MSPAP:

Scoring Rubric: A score scale (the number of points that can be given) and set of descriptions of response characteristics and quality for each score point. MSPAP rubrics describe what students know and can do in terms of particular outcomes for each of the MSPAP content areas. A rubric may be used to score responses or may serve as a "blueprint" for briefer scoring tools that fit particular activities. The Maryland Writing Test and other essay tests are scored using rubrics.

Scoring Rule: A smaller score scale and brief set of descriptions for each score point which might be considered a condensed rubric.

Scoring Key: An activity-specific score scale and set of descriptions.

Scoring rubrics and rules may be used to score responses to different activities in a MSPAP content area. Scoring keys apply to single assessment activities. Regardless of which scoring tool is used, the number of levels of performance likely for that activity determines the number of possible score points in the tool. MSPAP scoring tools may have as many as seven score points (0, 1, 2, 3, 4, 5, 6) or as few as two (0, 1).

Scoring rubrics are used for: a) writing; b)extended reading responses; c) responses intended to measure the mathematics strands of problem-solving, communication, reasoning, and connections; and d) and some science and social studies responses.

Typically, a scoring rule is used to score brief responses for language usage, a single reading stance or mathematics content area, and some science or social studies activities.

Scoring keys are used most often for scoring responses when a specific product or range of information is sought. Unlike some "answer keys," however, MSPAP scoring keys reflect the language of the State Board-adopted outcomes for the content area being assessed.

Other resources that are used to help make score decisions include sample responses for which "true scores" have been reached by consensus by Maryland educators. These are called "rangefinding" or "anchor" responses. They are models of responses at each score point of a scoring tool.

Integration of content areas in MSPAP tasks requires that some responses be scored multiple times for different content areas and outcomes. For example, essays in the MSPAP are scored once for a writing purpose and once for language usage. Similarly, other responses may be scored once to contribute to a mathematics outcome score and a second time to contribute to a science outcome score. This process is referred to as "successive" scoring. Sometimes a single key or rule may be applied which permits the measurement of outcomes from more than one content area. This process is referred to as "simultaneous" scoring. The sample integrated tasks provide examples of both successive and simultaneous scoring for different content areas. In successive scoring the score in one area does not impact the score in the other. Also, successive scores are not given by the same individual, except in the case of writing and language usage scores for responses to writing prompts.

SAMPLE SCORING TOOLS

Grade 3 Social Studies/Language Usage

Activity 1: Step B
Social Studies — Geography

3 = The response thoroughly demonstrates the ability to locate features of the school by constructing a map. It does this by showing the two named locations (classroom and main office) and having a title and key, as well as showing four or more additional parts of the school and having at least two additional map elements.

2 = The response generally demonstrates the ability to locate features of the school by constructing a map. It does this by showing the two named locations (classroom and main office) and having a title and key, as well as showing two to three additional parts of the school and having at least one additional map element.

1 = The response adequately demonstrates the ability to locate features of the school by constructing a map. It does this by showing the two named locations (classroom and main office) and having a title.

0 = Other

Activity 2
Social Studies — Skills and Processes

2 = The response gives considerable evidence of the ability to obtain and use information from the chart by giving at least two similarities and two differences.

1 = The response gives adequate evidence of the ability to obtain and use information from the chart by giving one similarity and one difference.

0 = Other

Activity 3: Step A
Social Studies — People of the Nation and World

2 = The response thoroughly demonstrates an understanding of the diversity and commonality of peoples in Japan and the United States. The response does this by giving two or more substantiated examples.

1 = The response adequately demonstrates an understanding of the diversity and commonality of peoples in Japan and the United States. The response does this by giving one substantiated example or two or more examples which are unsubstantiated.

0 = Other

Activity 3: Step B
Social Studies — Skills and Processes

2 = The response gives considerable evidence of the ability to make decisions based on relevant information from print sources. The response does this by establishing a position and supporting that position with more than one reason or one reason extended.

1 = The response gives adequate evidence of the ability to make decisions based on relevant information from print sources. The response does this by establishing a position and supporting that position with one reason.

0 = Other

Activity 4: Step A
Social Studies — Understandings and Attitudes

1 = The response indicates an understanding of ways of showing respect or support for human dignity.

0 = Other

Activity 4: Step A
Language Usage

2 = Consistently uses word and sentence order and language choices to express meaning with style and tone. Text conveys uniform impression of correctness* and any errors that are present represent risk-taking.

1 = Sometimes uses word and sentence order and language choices to express meaning with style and tone. Text generally conveys impression of correctness* and errors may or may not represent risk-taking.

0 = Rarely or never uses word and sentence order and language choices to express meaning with style and tone. Text appears error-ridden.

* correct usage, punctuation, spelling and capitalization.

Activity 4: Step B
Social Studies — Valuing Self and Others

1 = The response provides evidence that the student recognizes that people everywhere have similar social needs, motives or desires by indicating something else the student would like to know and explaining why

0 = Other